

HIS240 History of Nationalism and National Identity: 18th Century and Beyond

School: School of Law and Society

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course explores the historical contexts (18th-19th century events) and ramifications (20th-21st century events) of nationhood, national identity and nationalism, encompassing key issues and events (e.g. First and Second World Wars, fall of the Soviet Union) and prominent nationalist movements. Students will develop a layered and wide-reaching understanding of 20th-21st century history that ranges across European, Asian, North and South American and Australian contexts, and that has on-going relevance today.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1 hour non-sequential online materials / activities.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus face-to-face two-hour seminar/workshop.	2hrs	Week 2	10 times
ONLINE			
Learning materials – 1 hour non-sequential online materials / activities.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Online two-hour seminar/workshop.	2hrs	Week 2	10 times

1.3. Course Topics

Histories of nations and nationalism - 18th to 21st centuries

Theories of nationalism (e.g. ethnic, cultural, civic) and national identity

Histories of nationalism in: Europe, Asia, Africa, South America, North America, and Australia

Histories and impacts of colonisation/decolonisation on 20th-21st century nations

Influence/impact of nationalism in empire building, global conflicts, Indigenous rights movements, high and popular culture, and contemporary politics

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Demonstrate knowledge of the broad development of nationalism across the 18th to 21st centuries.	Knowledgeable Communication
2	Demonstrate an ability to conduct research, interpretation and analysis of appropriate primary and secondary sources relating to the history of nations and nationalism.	Knowledgeable Creative and critical thinker Empowered Communication Information literacy
3	Demonstrate an awareness of relevant historical and political theories and concepts relating to nations, nationalism, and national identity.	Knowledgeable Creative and critical thinker Communication
4	Demonstrate original, effective and academically appropriate communication in written and oral formats.	Creative and critical thinker Empowered Communication

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Workshops will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	5 quizzes worth 5 marks each	Refer to Format	Online Test (Quiz)
All	2	Essay	Individual	35%	1250 words (excluding direct quotes, references, list of sources).	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	2,250 words (excluding direct quotes, references, list of sources)	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quizzes

GOAL:	To demonstrate knowledge of the development of nationalism across the 18th-21st centuries.						
PRODUCT:	Quiz/zes						
FORMAT:	Submit: Weeks 2, 4, 6, 8, 10.						
	Five fortnightly online quizzes beginning in Week 2. Students will complete five (5) short online quizzes throughout semester. Each quiz will be worth five (5) marks, and will comprise a combination of short-answer and multiple choice questions.						
	Quiz content will be drawn from the previous fortnight's Online Learning Materials and set readings.						
	Students may refer to notes and the set readings while undertaking the quizzes, but should not use Google or any generative AI (e.g. ChatGPT). Each quiz will be active for two weeks only; students can complete each quiz at any point during the two-week period it is active.						
CRITERIA:	No.						Learning Outcome assessed
	1	Demonstrate knowledge and understanding of course material and set readings.					1 3 4
	2	Ability to critically analyse and synthesise material into original, concise answers.					1 3 4
GENERIC SKILLS:	Communication, Problem solving, Organisation						

All - Assessment Task 2: Short Essay

GOAL:	To demonstrate an awareness of 1-2 nationalist movements of the 20th century through the analysis and synthesis of a small number of scholarly secondary sources.				
PRODUCT:	Essay				
FORMAT:	Submit: Students will submit a 1,250-word essay two weeks after the tutorial/workshop in which their chosen topic was discussed. e.g. A student who chooses the Week 5 topic will submit their essay no later than Friday of Week 7. Please refer to Canvas for specific due dates.				
	This task draws from the weekly focal nation(s) set between Week 5-8. Students are asked to develop and demonstrate (in short essay form) a close understanding of 1-2 key 20th century nationalist movements, by responding to the set question for their chosen Topic Week. The question for each Topic Week will be posted on Canvas at the beginning of semester.				
	Students are encouraged to participate actively constructively in the Online Learning Materials and Workshop activities for their chosen week, as this will assist students to develop a deeper and more nuanced understanding of their focal nation and essay topic.				
	This is not intended to be a research-heavy essay; it should be a demonstration of students' 'close reading' and comprehension of a small number of sophisticated academic arguments and historical debates, including those in the set readings for their chosen week. Students may seek out an additional 3-5 academic sources to support their discussion, but should ensure they are making substantial use of at least one of that week's set readings.				
	The essay must demonstrate academic integrity, using appropriate academic language and formatting.				
CRITERIA:	If sources should be scholarly in nature. Direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this essay must be referenced. A List of Sources must be provided at the end of the essay. The List of Sources, direct quotes, and references will not be included in the essay word count.				
	The referencing style used should be Harvard, APA, or Chicago 17A.				
	No.		Learning Outcome assessed		
1	Demonstrates effective analysis and synthesis of scholarly secondary sources relating to the history and theory of nationalism.	1	2	3	4
2	Demonstrates understanding of course themes, and engagement in workshop/tutorial activities and discussions.	1	3	4	
3	Demonstrates effective, original, and well-structured scholarly written communication.	4			
4	Demonstrates academic integrity, with work suitably referenced to academic standards, and meeting word count expectations.	2	4		
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy				

All - Assessment Task 3: Research Essay

GOAL:	To demonstrate an awareness of the significance of ethnicity and/or culture and/or politics in shaping nationalist movements and notions of national identity; and to communicate this effectively by conducting research, interpretation and analysis of primary and secondary sources.		
PRODUCT:	Essay		
FORMAT:	<p>Submit: Friday, first week of Exam Block.</p> <p>Students will produce a 2,250-word essay responding to a set topic/theme on the history of nationalism and national identity.</p> <p>Students will be provided with a list of possible research topics for Task 3 on Canvas at the beginning of semester.</p> <p>In responding to the chosen topic, the Essay should: combine knowledge of course concepts/themes with in-depth original research (primary and appropriate scholarly secondary sources); apply historical and relevant theoretical argumentation and analysis; and evaluate relevant historical and relevant theoretical cultural concepts.</p> <p>The Essay must demonstrate academic integrity, using appropriate academic language and formatting. All primary sources must be referenced and (if using images in essay) labelled. All secondary sources must be scholarly in nature. Direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this essay must be referenced. A List of Sources must be provided at the end of the essay. The List of Sources, direct quotes, and references will not be included in the Essay word count.</p> <p>The referencing style used should be Harvard, APA, or Chicago 17A.</p>		
CRITERIA:	<p>No.</p> <p>1 Demonstrates an ability to conduct in-depth research, analysis and synthesis of appropriate primary and scholarly secondary sources relating to the history and theory of nationalism.</p> <p>2 Demonstrates an ability to construct a well-informed argument about the history of nationalism that builds upon course themes.</p> <p>3 Demonstrates effective, original, and well-structured scholarly written communication.</p> <p>4 Demonstrates academic integrity, with work suitably referenced to academic standards, and meeting word count expectations.</p>	<p>Learning Outcome assessed</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>4</p> <p>2 4</p>	
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au